

Leaphart Elementary

120 Piney Grove Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	566 Students	
Principal	Dr. Rebecca McKenzie-Appling	803-798-0030
Superintendent	Dr. Scott AndersEn	803-732-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	40	12	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

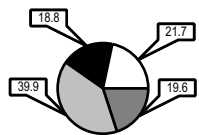
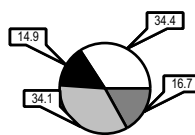
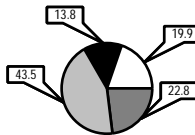
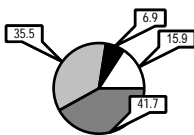
English/Language Arts

Mathematics

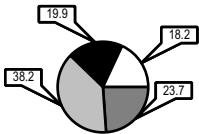
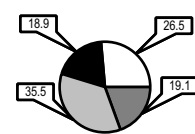
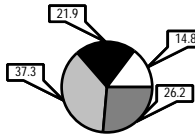
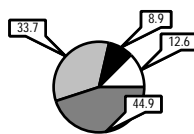
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	294	99.7	15.6	35.6	41.8	6.9	60.0	Yes	Yes
Gender									
Male	161	100.0	23.6	38.5	33.8	4.1	50.7	N/A	N/A
Female	133	99.2	6.3	32.3	51.2	10.2	70.9	N/A	N/A
Racial/Ethnic Group									
White	150	100.0	11.0	29.7	50.3	9.0	70.3	Yes	Yes
African American	133	99.2	20.0	42.5	33.3	4.2	50.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	261	100.0	10.9	35.6	45.7	7.7	64.8	N/A	N/A
Disabled	33	97.0	57.1	35.7	7.1	0.0	17.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	99.7	15.6	35.6	41.8	6.9	60.0	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	99.7	15.3	35.4	42.2	7.1	60.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	99.1	26.9	40.4	31.7	1.0	44.2	Yes	Yes
Full-pay meals	178	100.0	8.8	32.7	48.0	10.5	69.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	294	100.0	19.9	43.5	22.8	13.8	51.1	Yes	Yes
Gender									
Male	161	100.0	23.6	39.9	23.6	12.8	50.7	N/A	N/A
Female	133	100.0	15.6	47.7	21.9	14.8	51.6	N/A	N/A
Racial/Ethnic Group									
White	150	100.0	15.9	36.6	27.6	20.0	62.8	Yes	Yes
African American	133	100.0	24.0	51.2	17.4	7.4	38.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	261	100.0	14.6	45.7	24.3	15.4	54.7	N/A	N/A
Disabled	33	100.0	65.5	24.1	10.3	0.0	20.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	19.9	43.5	22.8	13.8	51.1	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	20.1	42.4	23.4	14.1	51.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	100.0	34.3	40.0	19.0	6.7	36.2	Yes	Yes
Full-pay meals	178	100.0	11.1	45.6	25.1	18.1	60.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	294	100.0	34.4	34.1	16.7	14.9	31.5
Gender							
Male	161	100.0	39.2	29.1	17.6	14.2	31.8
Female	133	100.0	28.9	39.8	15.6	15.6	31.3
Racial/Ethnic Group							
White	150	100.0	24.8	29.0	22.8	23.4	46.2
African American	133	100.0	44.6	40.5	9.9	5.0	14.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	261	100.0	29.6	36.4	17.4	16.6	34.0
Disabled	33	100.0	75.9	13.8	10.3	0.0	10.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	34.4	34.1	16.7	14.9	31.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	34.6	33.5	16.7	15.2	32.0
Socio-Economic Status							
Subsidized meals	116	100.0	51.4	32.4	9.5	6.7	16.2
Full-pay meals	178	100.0	24.0	35.1	21.1	19.9	40.9

Social Studies							
All Students	294	100.0	21.7	39.9	19.6	18.8	38.4
Gender							
Male	161	100.0	23.6	37.8	19.6	18.9	38.5
Female	133	100.0	19.5	42.2	19.5	18.8	38.3
Racial/Ethnic Group							
White	150	100.0	17.9	31.7	22.1	28.3	50.3
African American	133	100.0	25.6	48.8	17.4	8.3	25.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	261	100.0	17.0	40.9	21.5	20.6	42.1
Disabled	33	100.0	62.1	31.0	3.4	3.4	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	294	100.0	21.7	39.9	19.6	18.8	38.4
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	21.6	39.4	19.7	19.3	39.0
Socio-Economic Status							
Subsidized meals	116	100.0	33.3	45.7	11.4	9.5	21.0
Full-pay meals	178	100.0	14.6	36.3	24.6	24.6	49.1

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	107	100.0	13.3	37.8	45.9	3.1	49.0
	4	105	100.0	18.8	39.6	38.5	3.1	41.7
	5	108	100.0	16.7	47.1	34.3	2.0	36.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	11.5	21.8	57.5	9.2	66.7
	4	101	99.0	22.8	40.2	31.5	5.4	37.0
	5	100	100.0	12.5	43.8	37.5	6.3	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	107	100.0	20.4	49.0	19.4	11.2	30.6
	4	105	100.0	17.7	35.4	31.3	15.6	46.9
	5	108	100.0	14.7	56.9	19.6	8.8	28.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	11.5	54.0	27.6	6.9	34.5
	4	101	100.0	25.8	32.3	28.0	14.0	41.9
	5	100	100.0	21.9	44.8	13.5	19.8	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	107	100.0	25.5	42.9	24.5	7.1	31.6
	4	105	100.0	28.1	29.2	22.9	19.8	42.7
	5	108	100.0	35.3	26.5	19.6	18.6	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	33.3	40.2	17.2	9.2	26.4
	4	101	100.0	35.5	29.0	18.3	17.2	35.5
	5	100	100.0	34.4	33.3	14.6	17.7	32.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	107	100.0	11.2	44.9	26.5	17.3	43.9
	4	105	100.0	12.5	47.9	25.0	14.6	39.6
	5	108	100.0	17.6	47.1	19.6	15.7	35.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	12.6	44.8	26.4	16.1	42.5
	4	101	100.0	24.7	36.6	24.7	14.0	38.7
	5	100	100.0	27.1	38.5	8.3	26.0	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 566)				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 0.7%	1.9%	2.8%
Attendance rate	97.0%	No change	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	No change	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.1%	0.0%
Eligible for gifted and talented	17.4%	Down from 17.6%	17.7%	10.4%
On academic plans	35.0%	N/AV	25.4%	33.6%
On academic probation	0.0%	N/AV	2.0%	1.0%
With disabilities other than speech	5.5%	Up from 4.8%	7.4%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 53.3%	57.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 87.0%	89.3%	87.3%
Teacher attendance rate	95.1%	Up from 89.2%	94.7%	94.9%
Average teacher salary	\$45,803	Up 1.4%	\$44,120	\$42,485
Prof. development days/teacher	15.6 days	Up from 11.8 days	11.9 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.6 to 1	20.2 to 1	18.6 to 1
Prime instructional time	91.6%	Up from 84.5%	90.3%	89.7%
Dollars spent per pupil*	\$6,894	Up 5.1%	\$6,008	\$6,557
Percent of expenditures for teacher salaries*	65.7%	Up from 64.6%	65.8%	64.0%
Percent of expenditures for instruction*	67.9%		69.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Leaphart Elementary School's family has experienced many successes during the 2005-06 school year. The Writing Improvement Network recognized our school as an Exemplary Writing School. The South Carolina Chapter of the National School Public Relations Association awarded Leaphart Elementary School (LES) with two Rewards for Excellence for our website, our Student & Parent Handbook and our Calendar of Events. One of our students was awarded a \$500 savings bond as first-place winner in the state for her submission in the national Igniting Creative Energy contest. We continue to meet Adequate Yearly Progress as outlined by the federal No Child Left Behind Act.

The top priority at LES continues to be student achievement. Our staff believes that professional development is the key to student success. Several teachers attended conferences and returned sharing exciting information with their colleagues. Through the South Carolina Reading Initiative and our literacy coach, we are making great strides to continue our focus on ways to increase the rigor of our literacy instruction based on best practice. A strong character education program, PRIDE, exists at LES, where we practice the life skills of character through our Morning Meetings as well as throughout the school day. With six SMART boards in our school, teachers and students are developing a zealous motivation for learning through technology.

Building a safe and nurturing learning environment continues to be a focus at LES. Teachers in the SCRI class have read and discussed the books Sahara Special and Choice Words. The unit leaders read and discussed the book Punished By Rewards. Next school year, these teachers will lead book study groups with the entire staff focusing on using encouraging words to motivate students. We are learners!

Our ongoing process of analyzing and using data (MAP and classroom assessment) allows us to reflect upon our instruction and assessment to improve student achievement.

Several innovative programs such as GEMS, Soar to Success, Reading Recovery, AGP Content-Based Instruction, and an after-school tutoring program have been implemented to help selected students. We will continue to pursue ways to meet the needs of each student at LES.

A special thanks to our students, teachers, staff, parents, volunteers, and business partners for an amazing year. We look forward to the opportunities that await us as we focus on our mission: "Committed to ensure that all students maximize potential to confront future challenges successfully." LES will continue to provide excellent opportunities for student success through a diverse and challenging curriculum consisting of academic and artistic achievement, stimulating education experiences, and dynamic activities for growth in citizenship and character.

Committed to Excellence,

Harriet B. Wilson, Principal

Russ Bell, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	96	42
Percent satisfied with learning environment	95.6%	78.9%	88.1%
Percent satisfied with social and physical environment	84.1%	81.1%	85.4%
Percent satisfied with school-home relations	91.3%	83.0%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.